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ABSTRACT

Intended for parents and educators of special needs children, this guide highlights current research-based literacy resources available through the U.S. Department of Education which focus on special needs children. The networks of regional educational laboratories, research and development centers, and other education and research organizations listed in the guide produce a variety of publications, videos, and other products that can help improve the teaching of reading and literacy education in schools and communities. The guide is divided into the following sections: Introduction; Initiatives; Clearinghouses; Research and Development Centers; Networks: Regional Educational Laboratories; Networks: Comprehensive Centers; Networks: Regional Resource and Federal Centers; and Projects. (NKA)

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ED 476 360

Literacy Resource Guide for Families and Educators

Janet R. Vohs, Editor
Carolyn A. Romano, Contributing Editor

A publication of the Federation for Children with Special Needs
Boston, Massachusetts

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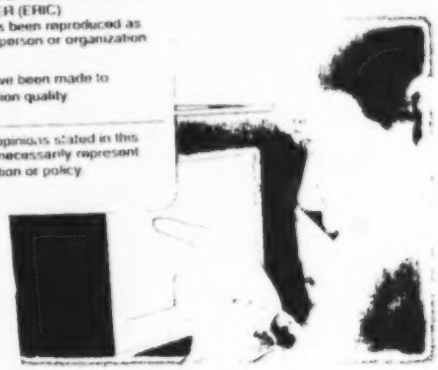

Developed by
Parents' PLACE (Parents Learning About Children's Education)
a Parent Information and Resource Center (PIRC)

Funded by the U.S. Department of Education

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Key to Symbols Used Throughout This Guide

Students with Disabilities

CD-rom

Audiotape

Online Resource

Print Resource

Spanish

Videotape

English-Language Learners

Older Students

Phonemic Awareness

Phonics

Vocabulary

Reading Comprehension

Fluency

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The Federation for Children with Special Needs is a nonprofit organization based on the philosophy of parents helping parents. Founded in 1974 as a coalition of twelve disability and parent organizations, today the Federation is an independent advocacy organization committed to quality education and health care for all, and to protecting the rights of all children. To this end, the Federation provides information, support, and assistance to families, their organizations, their professional partners, and their communities. The Federation believes that listening to and learning from families, from members of underserved communities, and from people with disabilities about their experiences, knowledge, hopes, and dreams are fundamental to shaping a society in which everyone's contributions count.

Parents' PLACE is a Massachusetts statewide Parent Information and Resource Center (PIRC) funded by the U.S. Department of Education, Office of Innovation and Improvement. The mission of Parents' PLACE is to help families and schools advance student achievement through quality education to all children. Parents' PLACE seeks to accomplish this mission by:

- Providing families with information and training,
- Working with school personnel to expand parent involvement activities, and
- Forming networks and partnerships with other organizations of importance to families.

Parents' PLACE services are available in English, Spanish, and Portuguese.

Funding for this *Literacy Resource Guide for Families and Educators* was provided by the U.S. Department of Education through grant #S310A990012A. However, the contents of this publication do not necessarily reflect the view or policies of the Department of Education and no official endorsement by the Department of Education should be inferred. The listings in this *Guide* are based on information current as of January 2003. Although we have conducted numerous checks on the information listed here, we have found that addresses, phone numbers, Internet information, and other identifying information can change quickly. This is especially true at this time when the U.S. Department of Education is reorganizing its offices and programs to reflect its emphasis on evidence-based education.

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Our intent in developing the *Guide* was to highlight literacy resources available through the U.S. Department of Education. The volume of high quality, research-based resources available through the Department of Education is staggering. Its many clearinghouses, networks, projects, and partnerships are actively engaged in developing new knowledge through ongoing research. Therefore, new resources are constantly being developed. At the same time, the Department is committed to making this knowledge available to the people who need it most: families, educators, caregivers, policymakers, and others across the country.

To capture as many of the major initiatives and resources as possible, we have relied on information from numerous people and organizations and are grateful for their assistance. Many of the annotated reviews have been excerpted or edited from information that originally appeared on the websites of these organizations. We appreciate the thoughtfulness of those who originally prepared these annotations. In addition, we appreciate the folks at the ERIC Clearinghouses on Reading, English, and Communication; on Elementary and Early Childhood Education, and on Disabilities and Gifted Education; the National Information Center for Children and Youth with Disabilities (NICHCY); the Education Publications Center (ED Pubs); and the staff at U.S. Department of Education-funded projects for responding to e-mail requests for information. Special thanks are extended to the individuals who provided follow-up answers to questions, verified information, explained procedures, and generally went out of their way to help make sure that the information here is accurate and reliable. These include:

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We also wish to acknowledge the contributions of participants in the PEER (Parents Engaged in Education Reform) Project Forum on Early Literacy, held at the Federation for Children with Special Needs December 2000. The Forum provided participants with an opportunity to learn about and share current research and promising practices in promoting and supporting early literacy. Participants included:

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August and Associates
Bethesda, Maryland

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Exceptional Children's Assistance Center
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National Association for Bilingual Education
Washington, D.C.

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Cambridge, Massachusetts

Stephanie A. Spadorcia, Assistant Professor
Lesley University
Cambridge, Massachusetts

Mary Yee, Administrative Program Specialist
School District of Philadelphia
Philadelphia, Pennsylvania

Closer to home, we thank the Federation staff and volunteers who helped in important ways: Becca Hubble, for assistance with compiling resources; Lou-Anne Kroutil, for research on resources available through the Comprehensive Centers; Julie Johnson, for research and verification of information; Rosie Hunter, for attention to detail in proofreading and formatting; the Paravola family, for permission to use the photograph of Cole reading to Emma; and to Jessica Vohs, for permission to use a photograph of her using assistive technology for reading.

Lastly, we are deeply appreciative of the researchers throughout the country who are working hard to shed new light on how to teach reading, and of the efforts of educators and families who are using the research for the benefit of students learning to read.

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Phonemic Awareness

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Vocabulary

Reading Comprehension

Fluency

Literacy Resource Guide for Families and Educators

Introduction

"A friend who is a teacher says, 'Reading is the new civil right.' A child who can read is a child who can dream about the future...and make that dream come true."

First Lady Laura Bush at the Early Childhood Cognitive Summit, Little Rock, Arkansas, April 30, 2002

"...all excellence in education starts with making sure every single child, no matter where he or she lives, can read. And that's what's going to happen in the United States of America."

President George W. Bush at the Read-Patillo Elementary School, New Smyrna Beach, Florida, October 17, 2002

It is with great pleasure that The Federation for Children with Special Needs publishes this *Literacy Resource Guide for Families and Educators*. The Federation, through its PEER (Parents Engaged in Education Reform) Project and through Parents' PLACE (Parents Learning About Children's Education)[1] has been involved in producing and disseminating research-based literacy materials over the past five years. The basic idea underlying all of our literacy efforts is well stated by Mrs. Bush in the above quotation. We firmly believe that *all* children have a right to quality reading instruction. This right belongs equally to *all* students, including those with disabilities and those who are English-language learners.[2] The right to the opportunity to learn to read also means that students, from the earliest years right through high school, deserve to be taught based on methods of instruction that have *proven to be effective*.

1. **The PEER Project** was funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) as a national technical assistance project to increase the participation of students with disabilities in education reform efforts in schools across the country. **Parents' PLACE** is a Massachusetts statewide Parent Information and Resource Center (PIRC), one of a national network of PIRCs funded by the U.S. Department of Education's Office of Innovation and Improvement to increase family involvement in children's education and to foster parent-professional partnerships.

2. English language learners (ELLs) are students from non-English language backgrounds whose first language is not English. These students represent one of the fastest growing segments of the K-12 student population in the U.S.

It is important to note that President Bush's mandate that no child be left behind includes children with disabilities and those whose first language is not English!

Recently, enormous attention and research have been devoted to finding out just what does work in teaching children to read. These intensive research efforts have produced groundbreaking results, so much more is now known about quality reading instruction. The *No Child Left Behind Act*,[3] signed into law by President George W. Bush on January 8, 2002, codifies these research findings. The law establishes two national programs, Early Reading First and Reading First, to help states and districts set up scientific, research-based reading programs. The goal of the programs is to enable all students, including students with disabilities and those whose first language is not English, to become successful readers, beginning in the earliest years. The programs build on the findings of years of scientific research analyzed and compiled by the National Reading Panel.[4]

Bridging the Gap Between What is Now Known and What is Practiced

The U.S. Department of Education, along with other federal departments, has led and supported groundbreaking research studies. Yet, for children to benefit from the knowledge gained by research, parents, grandparents, other caregivers, and educators need understandable information based on research readily at hand. With funding from the U.S. Department of Education, this *Guide* helps close the gap between research and practice by informing important people in a child's life about available resources that are based on current research findings.

This *Guide* is primarily devoted to highlighting literacy resources available through the U.S. Department of Education. It includes information on major national scientific research studies. It also lists easy-to-understand publications with practical tips based on these research studies. The volume of high quality, research-based resources available through the Department of Education is staggering.[5] Its many clearinghouses, networks, projects, and partnerships are

3. The *No Child Left Behind* website (www.nclb.gov/) features news on reading reform efforts across the country. Visit the website to subscribe to its free monthly electronic newsletter and for many free downloads. Also, *No Child Left Behind: A Desktop Reference* (2002) is available free through ED Pubs. Please see page 11 for information on how to order materials from ED Pubs.

4. For more information on the National Reading Panel's work, please see page 9.

5. Please note: Developing a comprehensive listing of all the literacy resources, even from only *one* of the many Federal Departments involved in literacy, would be far beyond the scope of this project. U.S. Department of Education-funded projects undertake many more literacy initiatives than could be included here. We have attempted to select resources that would have broad appeal that are based on the most current research. These resources provide solid information as well as a beginning point for further study.

actively engaged in developing new knowledge through ongoing research. New resources are constantly being generated. This *Resource Guide* supports the Department's commitment to getting this knowledge into the hands of the people who need it most: families, educators, caregivers, policymakers, and others across the country who are helping children learn to read.

Bridging the Digital Divide

Another important gap taken into consideration in developing this *Guide* is the "digital divide." While an abundance of free and low-cost resources exist, knowledge about them and access to them is often available only to those who have access to a computer and the Internet and who have computer literacy skills. According to "Kids Count Snapshot," a June 2002 Annie E. Casey Foundation study, "Generally, children who are already disadvantaged are the least likely to have access to the new technology. Minority children, children living in poor families, and particularly those living in high-poverty neighborhoods are the least likely to have a computer at home or access to the Internet."[6] These disparities remain even after access at school is taken into account. This study found that 95 percent of children in the richest bracket of American society have access to a computer, while only 33 percent of the poorest enjoy the same benefit. Similarly, there is a 49 percent difference between the same income groups for Internet access.[7]

95 percent of children in the richest bracket of American society have access to a computer, while only 33 percent of the poorest enjoy the same benefit.

Another study, "Bringing a Nation Online," released by Leslie Harris and Associates in July 2002 found that, despite gains in access to computers and the Internet for all Americans, a significant divide remains based on income, race and ethnicity, geography, and disability.[8] As a result, many Americans have yet to benefit from the tremendous advances in technology and information.

In developing this *Guide*, we found many excellent free and low-cost materials through research over the Internet. However, many organizations and agencies only provide web-based listings of their literacy materials and are not prepared to provide information on available resources over the telephone. Often, to request materials,

6. Wilhelm, Tony; Carmen, Delia; Reynolds, Megan. (June 2002). "Kids Count Snapshot: Connecting Kids to Technology." Baltimore: Annie E. Casey Foundation. (p. 1). Available online at www/aecf.org/publications/data/snapshot_june 2002.pdf. (Adobe Acrobat PDF reader required.)

7. Wilhelm, *et al.* p. 3.

8. "Bringing a Nation Online: The Importance of Federal Leadership." (July 7, 2002). Leslie Harris and Associates. Washington, DC: Leadership Conference on Civil Rights Education Fund and Benton Foundation. Available online at www.civilrights.org/publications/bringinganationonline/nation1.html

Our goal is to help bridge the gaps between what is known from research and what is practiced in everyday life, and between what is available to those with and without computer access.

the person calling has to already know specific titles or other identifying information. To meet the needs of families and educators without computer and Internet access, we have made a special effort to list relevant titles and to provide the necessary information to request print copies of most of the materials listed here. This identifying information, along with the mailing addresses and, wherever possible, toll free telephone numbers, make it possible for those without computer/Internet access to request materials.

Summary

The networks of regional education laboratories, research and development centers, and other education and research organizations listed here produce a variety of publications, videos, and other products that can help improve the teaching of reading and literacy education in schools and communities. They can be invaluable resources for identifying solutions for every learner. Of course, this list is not exhaustive. New information appears almost daily. Many other organizations, journals, books, and websites could have been included. In this *Guide*, we have attempted to include the most up-to-date research-based resources and information with an eye to appealing to parents, educators, and caregivers. The listings here can also serve as a beginning point for more thorough research in particular areas.

Our aim is to provide information on resources that will help parents and educators make sure that the children they care about really do benefit from the recent explosion of knowledge about how to teach reading. Our goal is to help bridge the gaps between what is known from research and what is practiced in everyday life, and between what is available to those with and without computer access. With information on resources readily at hand, parents, educators and others will be able to use the findings to select the most appropriate learning activities to support children's literacy education at home and at school.

General Principles to Keep in Mind

The following general principles in reading instruction apply to all students, regardless of a student's age, ability level, or ability to speak English.

These principles have been excerpted and adapted from Teaching Students with Disabilities to Read *(September 2000) by Carolyn A. Denton and Jan E. Hasbrouck, a publication of the PEER Project at The Federation for Children with Special Needs, Boston.*

All students have the right to quality reading instruction, whether they are in preschool, elementary, middle, or high school. Parents have the right to insist that the school provide instruction designed to help their children improve their reading skills. Remember, too, that President Bush's mandate that no child be left behind includes children with disabilities and those whose first language is not English. Reading instruction should be an important part of the Individualized Education Program (IEP) for students with disabilities.

All students have the right to quality reading instruction, whether they are in preschool, elementary, middle, or high school.

Parents should, first and always, communicate with their children's teacher(s). Parents can simply ask their children's teacher(s) what they can do to help their child at home. Parents are also important sources of information about their child's interests, abilities, and learning styles. Coordination of school and home efforts is one of the best ways to help a student succeed. Strategies to ensure communication and coordination between school and home can be addressed in a special *Compact for Reading* (see p. 12), and in a student's IEP.

Although different methods of teaching reading may work equally well with students having a variety of special needs, all students benefit from instruction that is systematic and structured. Reading skills should be introduced in careful order, and students must be given a great deal of practice and repetition in each skill, so that they master each skill before new ones are introduced.

The reading material used in reading instruction has to be "not too hard, not too easy," but at the right level for a student. Actual reading of real stories or other material should be part of a student's reading program.

Reading skills should be introduced in careful order, and students must be given a great deal of practice and repetition in each skill, so that they master each skill before new ones are introduced.

Reading programs for struggling readers should be individually designed based on a student's strengths and needs. Parents and teachers should not make judgments about a student's ability to learn, or about the best way to teach him or her, based solely on a student's disability label, or ability to speak English.

Students with disabilities may need modifications (changes) in the way they receive instruction, and in the way they fulfill class requirements in order to succeed in areas such as science, social studies, and language arts. These modifications are important, but they should not take the place of instruction designed to help students improve their reading skills.

In the past, some people believed that certain methods of teaching reading were best for students with certain disabilities: that some methods were best for students with brain injury, that others were better for students with learning disabilities, and that still other methods were best for students with mental retardation. This belief is not based on sound research. The success of a method of teaching reading depends on the content of the program, the way it is taught, the intensity of the instruction (how often and how actively it is taught), and the needs and strengths of the individual student.

Adapted from Denton, C.A. & Hasbrouck, J.E. (September 2000). *Teaching Students with Disabilities to Read*. Boston: Federation for Children with Special Needs.

Reference: Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) *Preventing Reading Difficulties in Young Children*. Washington, D.D.: National Academy Press.

U.S. Department of Education Initiatives

The U.S. Department of Education funds a vast array of initiatives, projects, and resources related to literacy. Among them are two PBS television series, numerous free publications available directly from the U.S. Department of Education, as well as resource materials from clearinghouses, networks, and projects throughout the United States. These resources give easy-to-follow activities and ideas parents and teachers can use from the very beginning to help children learn to read. Two recent research studies are particularly noteworthy because of their scope and the scientific rigor of the research methods they used. Because these two scientific studies form the basis of so many of the resources listed here, they are discussed first. These studies differ from each other with regard to the scope of the issues that were addressed as follows:

Preventing Reading Difficulties in Young Children is concerned with preventing reading failure in children *who might be at risk* for failing to learn to read.

Report of the National Reading Panel is a review of the research on reading instruction and the methods that have been found to be effective for all students.

Following a brief description of each of these studies is a listing of free or inexpensive books, booklets, articles, videos, and programs that suggest practical ways to apply the findings to individual children.

TO ORDER

Online: *Preventing Reading Difficulties* may be read in full for **free** online, and may be ordered with a 20% online-order discount, at www.nap.edu/readingroom/books/prdyc/

Online: *Starting Out Right* may be read in full for **free** at www.nap.edu/books/0309064104/html/index.html and may be ordered with a 20% online-order discount, at www.nap.edu/catalog/6014.html.

By telephone:
Toll free 1-800-624-6242

By mail: National Academy Press
2101 Constitution Ave., NW,
Lockbox 285
Washington, DC 20055

Preventing Reading Difficulties in Young Children

(1998). Snow, C., M.S. Burns and P. Griffin (Eds.). Washington, D.C.: National Academy Press. 432 pages. $35.95; $28.76 with online ordering discount.

Preventing Reading Difficulties in Young Children is a report of a study sponsored by the U.S. Department of Education and the Department of Health and Human Services. At their request, the National Research Council (NRC) established a Committee on the Prevention of Reading Difficulties in Young Children to study the effectiveness of interventions with children who are struggling to learn to read.

A major finding of the Committee is that most of the reading problems that adolescents and adults face today could have been avoided or resolved in the early years of childhood. Of particular importance to students with special learning needs is the finding that children with learning disabilities will benefit from the same sorts of instruction as other children, although they may need much more intensive support. Success in reading builds on the same complex set of skills for all children. Excellent instruction is the best intervention for *all* children, including those who demonstrate problems learning to read.

Preventing Reading Difficulties details how literacy can be fostered from birth through kindergarten and the primary grades. Critical components of a child's education from birth through third grade are outlined along with recommendations about literacy development and reading in first through third grades. Special emphasis is given to identifying children at risk and to effective approaches to teaching reading that take into consideration dialects and bilingualism.

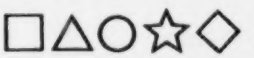
The following book is based on the NRC's research:

Starting Out Right: A Guide to Promoting Children's Reading Success. (1999). Burns, M.S., P. Griffin, and C. E. Snow, (Eds.). Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. 182 pages. $14.95, $11.96 with 20% online discount if ordered from National Academy Press.

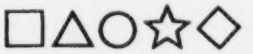
To make the results of their research more readily available, the Committee for the Prevention of Reading Difficulties produced a practical guide based on their findings. Focused on children from birth through the first years of formal schooling, the book gives suggestions for how adults can help children master basic pre-reading concepts and skills. Its practical guidelines, program descriptions, advice on resources, and strategies can be used in everyday life. These practical literacy tips are intended both for parents and for classroom teachers. Included also are 55 activities for children, accomplishment checklists for preschool through third grade, recommended children's books, a guide to software and CD ROMs, and a list of Internet resources. (See box on p. 11 for online access and ordering information.)

The National Reading Panel

The second major reading research effort was conducted by the National Reading Panel. The following products available free are based on the Panel's research findings:



Report of the National Reading Panel. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups. (2000). Washington, DC: National Institute of Child Health and Human Development. 480 pages.



Report of the National Reading Panel. Teaching Children to Read: Summary Report. 33 pages.

National Reading Panel—*Teaching Children to Read: Video.* 20 minutes. This video highlights the main points of the NRP's comprehensive report on reading instruction. It demonstrates research-based findings through actual classroom applications with real students. The video also contains clips of NRP members explaining their research findings.

The National Reading Panel (NRP) was initiated and funded by Congress in 1997 to study reading research and identify the characteristics of effective reading instruction. This new Panel built on the work of the Committee on Preventing Reading Difficulties in Young Children, and the conclusions between the two studies are consistent. The Panel reviewed over 100,000 research studies to identify the central issues in reading instruction and reading achievement.

The 480-page comprehensive report explains the scientific research methods used by the NRP in its effort to assess the best ways to teach children to read. The Panel worked as subgroups in 5 topic areas: alphabetics (phonemic awareness and phonics), fluency, comprehension, teacher education, and computer technology. An executive summary from each subgroup introduces the topic area, outlines the group's methodology, and highlights the questions and results from each subgroup. The *Report* provides detailed explanations of each subgroup's research methodology and the findings for each group. It is an excellent resource for anyone who wishes to understand the science and methodology used by the NRP.

The subgroup reports discuss the methods used to analyze the research and include sections on the implications for reading instruction, including classroom instruction with illustrations. While no single method was determined to be best, the NRP found that effective reading

TO ORDER

All National Reading Panel resources are **free** and available in print and online. For single copies:

Online: Materials can be viewed, printed, and ordered online on these websites: www.nationalreadingpanel.org or www.nichd.nih.gov/publications.

By Telephone (Toll free): 800-370-2943.

By mail: NICHD Clearinghouse, PO Box 3006, Rockville, MD 20857.

While supplies last, multiple copies may be ordered (also at no charge) from the National Institute for Literacy at ED Pubs, PO Box 1398, Jessup, MD 20794-1398; toll free 800-228-8813; e-mail edpuborders@edpubs.org.

The Essential Components of Reading Instruction as Identified by Research

Below are the five key early reading skills that have been identified by research as essential for becoming a reader. Although there are a variety of successful methods to teach reading, they all share a common understanding of and commitment to these five key skills:

1 Phonemic awareness

The ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.

2 Phonics

The relationship between the letters of written language and the sounds of spoken language.

3 Vocabulary

The words students must know to communicate effectively.

4 Reading comprehension

The ability to understand and gain meaning from what has been read.

5 Fluency (also referred to as oral reading)

The capacity to read text accurately and quickly.

This information was excerpted and adapted from the U.S. Department of Education website at www.ed.gov/offices/OESE/readingfirst/faq.html.

instruction focused on developing skills in these five areas: **phonemic awareness, phonics, vocabulary, comprehension, and oral reading.**

The NRP's work provides a major breakthrough in reading education. However, the Panel concluded that more research was needed to determine what is effective for readers with disabilities and for English language learners.

The 33-page report explains the origin of the Panel and its congressional charge. It succinctly describes the research methodology used and the findings of each of the Panel subgroups: (1) Alphabetics, (2) Fluency, (3) Comprehension, (4) Teacher Education and Reading Instruction, and (5) Computer Technology and Reading Instruction. The report also identifies reading instruction topics in need of further exploration.

Reading Rockets Project

Reading Rockets, funded by a major grant from the U.S. Department of Education, is a national multimedia project. It includes:

- a five-part PBS television series called *Reading Rockets: Launching Young Readers*;
- *A Tale of Two Schools*, a one-hour documentary for public television;
- an extensive website, updated daily;
- a national outreach campaign in partnership with the nation's foremost education organizations;
- a mentoring project for first-year teachers;
- a teleconferencing series for professional development;
- print guides that can be downloaded for free.

A service of WETA, the flagship public television and radio station in the nation's capital, the overall goal of the Reading Rockets Project is to provide research-based information on how young kids learn to read, why so many struggle, and how caring adults can help them. It provides strategies for supporting struggling readers at home, at school, and in the community. The extensive website offers news, practical information, expert advice, and resources for parents, teachers, tutors, childcare providers, and policymakers. It also has lots of fun reading games to play with young children, plus many informative articles and suggestions for children's books. "Tips for Parents," a list of eleven ways in which parents can encourage reading, was written by three of the country's foremost reading experts, Ed Kame'enui, Marilyn Adams, and G. Reid Lyon. The listing of resources and links to other organizations is comprehensive and well-organized. To access the materials and to sign up for the free e-mail newsletter, visit their website at www.readingrockets.org.

Between the Lions

Between the Lions is an award-winning PBS television series of 65 episodes designed to foster the literacy skills of its viewers, funded in part by a grant from the U.S. Department of Education. While keeping the emphasis on the joys of reading, each show aims to give kids ages four to seven experiences that will help them become successful readers. The series uses a literacy curriculum which addresses the five key elements of effective instruction (see p. 10). Kindergarteners who watched the series did better than their peers who didn't watch the series in phonemic awareness, letter-sound correspondence, and concepts of print.

A 2,000-page website has a home page for each of the episodes, with interactive games and activities that are based on the curriculum. The Parents and Teachers' section has a "Survival Manual" for getting around the site which indexes the stories, games, songs, and things to print; gives the TV schedule; and provides a wealth of information about the show and the curriculum, including how to access the free videos. Visit *Between the Lions* at www.pbskids.org/lions.

A Child Becomes a Reader: Proven Ideas for Parents from Research—Birth to Preschool

(September 2002). The Partnership for Reading.

Researchers have found that children begin to learn reading and writing at home, long before they go to school. This booklet for parents of children birth to five summarizes the most important research findings, defines important terms, and lists reading skills that kids at different ages are developing. It also offers practical suggestions on ways parents can support their children's reading development at home. Available online at: www.nifl.gov/partnershipforreading/publications/earlychildhood.html. Print copies available free from ED Pubs. (See box at right.)

A Child Becomes a Reader: Proven Ideas for Parents from Research—Kindergarten through Grade Three

(September 2002). The Partnership for Reading.

This booklet offers advice for parents of children from grades K-3 on how to support reading development at home, and how to recognize effective instruction in their children's classrooms. Available online at: www.nifl.gov/partnershipforreading/publications/k-3.html. Print copies available free from ED Pubs. (See box at right.)

CORNERSTONES

Cornerstones: A New Approach to Literacy Development for Deaf and Hard of Hearing Children is a teaching unit based on an episode of *Between the Lions*. Its clear lesson plans and supportive materials are enhanced by on-screen captioning of dialogue. Research has shown that many beginning readers and English language learners benefit from being able to read along with the spoken word.

TO ORDER

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By e-mail: edpubs@inet.ed.gov

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www.ed.gov/pubs/edpubs.html

Alternative Format Center:
202-260-9895 or 202-205-8113.
(Many publications are available in alternate formats, such as Braille, large print, audiotape, or computer diskette.)

ED Pubs Catalog:
Available online only at
www.ed.gov/about/ordering.jsp

THE PARTNERSHIP FOR READING

The Partnership for Reading is a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the U.S. Department of Education. Its purpose is to make evidence-based reading research available to educators, parents, policymakers, and others with an interest in helping all people learn to read well. Its website has information on the research, principles about reading instruction suggested by the research, and products for parents, teachers, administrators, and policymakers. The Partnership's website has a database of abstracts of approximately 460 research studies related to the teaching of reading in grades K-3. Browse through the abstracts by category (phonemic awareness, phonics, fluency, vocabulary, text comprehension, computer instruction, and teacher education) or search for a topic or author of interest. Visit www.nifl.gov/partnershipforreading for more information.

The NIFL is a federal organization that shares information about literacy and supports the development of high-quality literacy services. It operates ***LINCS,*** an extensive database of adult education and literacy resources on the Internet, which can be accessed from its website at www.nifl.gov/.

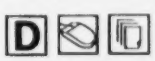
A Compact for Reading Guide: A Reading Partnership Action Kit

Set of 5 books. (1999). U.S. Department of Education.

A Compact for Reading is a written agreement among families, teachers, principals, and students to work together to improve the reading skills of kindergarten through third-grade children. The *Guide* and the *School Home Links Reading Kits* are designed to help Compact partners set reading goals, and provide lessons and activities that allow children to accomplish the goals. The research-based activities are intended to help families reinforce the reading and language arts skills that children are learning at school. The kits are organized to assist children in each of the K through third-grade levels. Available in English and Spanish on the website: www.ed.gov/pubs/CompactForReading. Print copies available free from ED Pubs. (See box on p. 11.)

Helping Your Child Become a Reader

(Revised and updated 2002). U.S. Department of Education, Office of Intergovernmental and Interagency Affairs.



This 60-page booklet features dozens of fun activities parents can use to build the language skills of young children from birth to age 6. It has a reading checklist, typical language accomplishments for different age groups, suggestions for books, and resources for children with reading problems or learning disabilities. This booklet deserves special praise for including information on IDEA, the Individuals with Disabilities Education Act. It encourages parents to seek special assistance from schools if they believe that their child may have a disability that interferes with learning to read. It lists special as well as general reading resources. Available online at: www.ed.gov/pubs/parents/Reader/index.html. Print copies in English and in Spanish available free from ED Pubs. (See box on p. 11.)

Put Reading First. Helping Your Child Learn to Read. A Parent Guide: Preschool Through Grade 3

(September 2001). The Partnership for Reading: National Institute for Literacy; National Institute of Child Health and Human Development; and U.S. Department of Education.

This large, colorful, easy-to-read foldout brochure describes the National Reading Panel's findings on how to help children learn to read. Designed for parents, it lists the most important things parents should see teachers doing at school, and gives suggestions for how to help a child at home. The brochure offers ideas for children who are just beginning to learn to read and for children who are reading already. Available online at www.nifl.gov. Print copies available free from ED Pubs. (See box on p. 11.)

Put Reading First: The Research Building Blocks for Teaching Children to Read

(September 2001). The Partnership for Reading.

This 64-page booklet summarizes what National Reading Panel researchers have discovered about how to teach children to read successfully. Clearly written and well organized, the guide lists the main research findings related to phonemic awareness, phonics, fluency, vocabulary, and text comprehension and suggests best instructional practices in each area. Each section includes definitions of common terms and examples for the classroom. Available online at www.nifl.gov/nifl/partnershipforreading/publications/PFRbooklet.pdf. Print copies available free from ED Pubs. (See box on p. 11.)

Reading Tips for Parents
Consejos prácticos de lectura para los padres

(Revised and updated 2002). U.S. Department of Education, Office of Intergovernmental and Interagency Affairs.

S With both English and Spanish versions in a single booklet, this publication offers practical ideas parents can use to help get their children ready to read and strengthen their reading skills. It lists guidelines for identifying a good early reading program, and describes the five essential components of reading. A brief sketch of the *No Child Left Behind* law is also included. Available free from ED Pubs. (See box on p. 11.)

Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers

(2002). Early Childhood-Head Start Task Force, U.S. Dept. of Education and U. S. Dept. of Health and Human Services.

Part of the Healthy Start, Grow Smart Series, this guide draws from research to provide practical tips to foster children's language abilities, increase their knowledge, help them become familiar with books and other printed materials, learn letters and sounds, and recognize numbers and learn to count. Available online at www.ed.gov/offices/OESE/teachingouryoungest/. Print copies available free from ED Pubs. (See box on p. 11.)

Clearinghouses

Educational Resources Information Center (ERIC)

Educational Resources Information Center (ERIC) is the national education information system funded by the U.S. Department of Education. Its purpose is to provide ready access to education literature. Its database contains more than 1 million records on books, journals, research reports, curriculum and teaching guides, and conference papers. It consists of 16 subject-specific clearinghouses, plus other components. All ERIC clearinghouses collect, summarize, and index education materials that form the database.[9]

You can search the entire ERIC database online at http://ericir.syr.edu. ERIC staff recommend using the "advanced search" option of an internet search engine such as Google to search for your topic. For Domain, enter the web address of the specific ERIC Clearinghouse; enter "reading" as the search word. This tip is not effective for searching the entire database.

AskERIC, a personalized question and answer service, is a tremendous resource. Anyone anywhere in the world can go to the AskERIC website, www.askeric.org, and type any education question. Within two business days, a personal e-mail response will arrive from one of the ERIC information specialists. AskERIC draws from the resources of the entire ERIC system and beyond to respond to education requests.

All **ERIC Clearinghouses** produce **ERIC Digests.** Digests are short reports (2–4 pages) that provide a basic overview, plus pertinent references, on educational topics. They are all available online, and print copies are free upon request to the various Clearinghouses. All **ERIC Digests** and many ERIC online resources are in the public domain. This means that they are copyright free. Therefore, teachers and others may print, copy, and distribute the material. **Digests** may be requested by title or by number from the Clearinghouse that produced it. Callers can also ask more generally for materials on a particular topic and the Clearinghouses will help identify appropriate resources and will send relevant **Digests** and other materials. ERIC Digests are available online at the ERIC Processing and Reference Facility, www.ericfacility.net/ericdigests/index.

For more information on the ERIC system and how to use it, call 1-800-LET-ERIC and ask for their informational brochures. "All About ERIC" gives a good overview of the entire system.

9. Please note: The database contains the abstracts—not the full text—of journal documents. Journal articles and other resources are available at libraries that subscribe to the ERIC online service which gives them access to the full text of some journal articles.

The following ERIC Clearinghouses are particularly useful for finding information in the area of reading instruction.

ERIC Clearinghouse on Reading, English, and Communication

Indiana University
Smith Research Center
2805 East 10th St., Suite 140
Bloomington, IN 47408-2698
Phone: (800) 759-4723
E-mail: ericcs@indiana.edu
Web: http://eric.indiana.edu

This Clearinghouse is concerned with reading, writing, speaking, and listening skills at all educational levels. It has a wealth of resources, from reading news updates, to colorful online stories and literature resources for early-childhood to high-school-age children.

Online: Its online resources cover the range of research and theory to exemplary lesson plans for teachers, as well as a family information center full of information to help parents take an active role in their children's education. Special online features include The Family Literacy Center's "Parents and Children Together" magazine with original stories and articles for children, suitable for reading aloud; other resources especially for parents; and Phonics Online, a free course open to all.

In addition to an extensive collection of educational and research materials online, the following Digests are also available in print. Single print copies of the Digests are free as long as supplies last by calling the 800 number above. When ordering, please give the Digest number.

"Parent Support of Early Literacy Development." (November 2001). Stephen Stroup. Digest #164.

"Helping the Underachiever in Reading." (September 1994). Diana J. Quatroche. Digest #141.

"Phonemic Awareness: An Important Early Step in Learning to Read." (1996). Roger Sensenbaugh. Digest #119.

"Hispanic Parental Involvement in Home Literacy." (November 2000). Nancy Hyslop. Digest #158.

"Adolescent Literacy and Content Area Reading," (December 2000). Karen Grady. Digest #17.

"How Can I Encourage My Young Child to Read?" (1998). Parent Brochure by ACCESS ERIC.

Parent Talk is a subscription magazine packed with information and resources to help parents learn about research findings in education on a wide range of topics, including literacy. Subscriptions are $18 for 12 issues. Parents who cannot afford the $18 should ask for free or reduced rate subscriptions. Back issues are available online at eric.indiana.edu/www/indexfr.html.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Toll free: (800) 583-4135
Phone: (217) 333-1386
TTY/TDD: (800) 583-4135
E-mail: ericeece@uiuc.edu
Web: http://ericeece.org

Intended for parents, educators, and others interested in the education and care of children from birth through early adolescence, this Clearinghouse has extensive parenting resources online, including Digests which are free upon request. Many of their resources are available in Spanish. Two newsletters are published in print twice a year and are free upon request: "Parent News Offline," and the "ERIC/EECE Newsletter."

Online: ERIC/EECE operates two special online services:

Reading Pathfinder: http://readingpath.org. This website was funded by the U.S. Department of Education to identify and select the best resources to answer the reading-related questions of parents and educators. The goal is to provide easy access to the best information on how to help children become readers by about third grade. It is guided by research findings that children who get the help they need early have a better chance of reading success when they get to school. This site includes a searchable database of approximately 1,200 web articles, reading programs, websites, and other resources.

National Parent Information Network (NPIN): http://npin.org This website is full of information on every aspect of parenting. "Parent News," its bimonthly electronic magazine, has news, information, and resources for parents and those

who work with families. The March–May 2002 issue has an article on "Family Literacy: Helping Children to a Good Start by Helping Their Parents" by Anne S. Robertson.

ERIC Clearinghouse on Disabilities and Gifted Education

ERIC/OSEP Special Project
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704
Phone/TTY/TDD: (800) 328-0272
Fax: (703) 620-4334
E-mail: ericec@cec.sped.org
Web: http://ericec.org

This Clearinghouse covers a broad range of topics in all areas of special education and gifted education. Recent materials on reading listed in the "Digests" section of the website include:

D ☆ **"Strategic Processing of Text: Improving Reading Comprehension for Students with Learning Disabilities."** (November 2000). Joanna P. Williams. ERIC/OSEP Digest #E599.
Research shows that instruction can improve student's comprehension of text. This Digest summarizes research and practices, highlighting effective strategies for grasping narrative and expository text. Directions for future research and references are included.

D **"Student Grouping for Reading Instruction."** (August 1999) Jane Burnette. ERIC/OSEP Digest #E579.
Ability grouping has been criticized for lowering self-esteem and motivation among students with reading problems. This Digest discusses research funded by the U.S. DOE's Office of Special Education Programs that has identified alternatives to ability grouping and whole class instruction. The research shows that these alternative groupings produce better reading outcomes for students both with and without disabilities. References for further study are included.

D △ **"Beginning Reading."** (February 1998). ERIC/OSEP Digest #E565.
This Digest describes two processes essential to teaching beginning reading to children with diverse learning needs: phonological awareness and word recognition. It gives activities and teaching tips for both processes, and concludes with references for further study.

"Beginning Reading and Phonological Awareness for Students with Learning Disabilities." (December 1995). ERIC EC Digest #E540. This brief primer describes phonological awareness and gives suggestions, along with examples, for how to teach it. References are included.

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA)

2121 K Street, NW, Suite 260
Washington, DC 20037
Toll free: (800) 321-6223
Phone: (202) 467-0867
Fax: (800) 531-9347; (202) 467-4283
E-mail: askncela@ncela.gwu.edu
Web: www.ncela.gwu.edu

NCELA is funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) to collect, analyze, and disseminate information related to the effective education of linguistically and culturally diverse learners in the U.S. NCELA provides information through its website and topical publications, and produces a weekly electronic news bulletin, *Newsline*, and a monthly electronic magazine, *Outlook*. A central feature of the website is the large number of full-text documents which cover various areas of education, including literacy. A search for "literacy" identified 1,004 articles covering research and policy and curriculum materials, as well as links to additional sources of information. In addition to the extensive web-based resources, NCELA staff also provide information by telephone and e-mail to help indentify resources to address specific literacy issues.

National Information Center for Children and Youth with Disabilities (NICHCY)

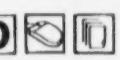
P.O. Box 1492
Washington, DC 20013-1492
Phone/TTY: (800) 695-0285
E-mail: nichcy@aed.org
Web: www.nichcy.org

NICHCY is a national information and referral clearinghouse for all aspects of raising and educating children with disabilities. NICHCY's extensive database of resources is continually being updated and expanded. Its database includes materials from other

U.S. D.O.E. Office of Special Education Program-funded projects, including the Regional Resource Centers for special education, the Federal Resource Center, and the entire national technical assistance and dissemination network for special education. Information Specialists, who speak English and Spanish, are happy to search the database for callers with specific questions related to literacy.

NICHCY has just launched a new addition to its website, a compilation of web-based literacy resources with active links to national organizational resources and publications.

NICHCY documents related to literacy include:



"Reading and Learning Disabilities," Briefing Paper, FS17, 3rd edition, February 2000, contains two articles. **"A Look at Learning Disabilities in Children and Youth"** lays out the types of learning disabilities that can affect learning to read, clues to the presence of a disability, and how to treat learning disabilities in children. Stressing the importance of addressing reading problems as early as possible, it gives practical suggestions for parents about how to get help. It lists resources and useful organizations.

"Interventions for Students with Learning Disabilities," News Digest, Vol. 25, July 1997, discusses how to help students develop phonological awareness, the understanding that the letters of the alphabet correspond to sounds, and when combined, form meaningful words. A second article discusses learning strategies.

Single copies of NICHCY materials are free. A Publications Catalog is available free upon request, and all publications can be researched and downloaded from the NICHCY website.

National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK)

Western Oregon University
Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR 97361
Phone: (800) 438-9376
TTY: (800) 854-7013
Fax: (503) 838-8150
E-mail: dblink@tr.wou.edu
Web: www.tr.wou.edu/dblink

DB-LINK is funded by the U.S. Department of Education, Office of Special Education Programs, to identify, coordinate,

RESOURCES FOR PEOPLE WITH VISUAL IMPAIRMENTS

The American Foundation for the Blind (AFB) has an interactive channel on its website called Braille Bug. Intended to teach sighted children about Braille and to encourage literacy among all children, sighted and visually impaired, it is designed for grades 3–6.
www.afb.org/braillebug

National Library Service for the Blind and Physically Handicapped (NLS)
Library of Congress
Washington, DC 20542
Phone: (202) 707-9275; (800) 424-8567
TDD: (202) 707-0744 (Reference Section)
Fax: (202) 707-0712
E-mail: nls@loc.gov
Web: www.loc.gov
(Since Oct. 2001, NLS is not reachable by mail.)

NLS, in cooperation with a network of regional and subregional libraries, provides a free library service to people who are unable to use standard printed materials because of visual or physical disabilities, including reading disabilities. The Reference Section provides the telephone number of the nearest cooperating library and answers eligibility questions.

Recordings for the Blind & Dyslexic (RFB&D)
National Headquarters
20 Roszel Road
Princeton, NJ 08540
Phone: (866) RFBD-585;
for membership information, (800) 221-4792
Fax: (609) 987-8116
E-mail: custserv@rfbd.org
Web: www.rfbd.org

RFB&D, a nonprofit volunteer organization, provides educational textbooks and professional books in accessible media (including digitally recorded CD textbooks), to eligible people with print disabilities. Its extensive library of textbooks covers all subjects and academic levels from elementary school through postgraduate studies. To become a member, you must complete an application. The registration charge is $50; the annual fee is $25.

and disseminate (at no cost) information related to children and youth who are deaf-blind (ages 0 to 21 years). This collaborative effort uses the expertise and resources of the American Association of the Deaf-Blind, the Helen Keller National Center, the Perkins School for the Blind, and the Teaching Research Division of Western Oregon University.

This invaluable resource has an extensive database of over a hundred items related to literacy for persons who are deaf/blind or who have other kinds of severe disabilities. As stated on their website, DB-LINK is much more than just a website. Anyone can call the toll free number and ask for help with a particular topic. An Information Specialist will search the database and send, without cost, relevant articles and other resources, including an annotated bibliography.

DB-LINK has produced the booklet, **"Literacy For Persons Who Are Deaf-Blind,"** January 2000. Barbara Miles, M.Ed. This engaging booklet in reader-friendly language is full of practical information for parents and educators of all kinds. It discusses the importance of literacy for persons who are deaf-blind, the social function of literacy, and the conditions necessary for the development of literacy. The practical suggestions for how to use conversation during literacy lessons and for making materials accessible are relevant to many types of disabilities. It is available in large print, Braille, or ascii, and in Spanish.

National Research and Development Centers

The U.S. Department of Education supports a number of major research and development programs. These programs work to ensure access to the best available information from research and practice for those involved in education. Of the many programs, we have included only those which devote special efforts to literacy.

The National Research Center on English Learning and Achievement (CELA)

University of Albany, State University of New York
School of Education
1400 Washington Avenue
Albany, NY 12222
Phone: (518) 442-5026
Fax: (518) 442-5933
E-mail: cela@albany.edu
Web: http://cela.albany.edu

CELA was formerly funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI) to conduct research aimed at improving students' English and literacy achievement. One special focus is on the use of technology in teaching reading and in fostering English language learning for students for whom English is not their first language.

The CELA website is full of online research articles and reports, as well as other news, links, and information. For those without access to the Internet, the CELA staff will answer questions and give guidance on appropriate resources to meet a particular information need.

In addition to its many online articles, CELA has an inventory of print materials and an order process for those who choose print copies. Among the products available through CELA are research briefs and a research-to-practice booklet series with actual classroom applications.

Examples of print materials currently available include:

Improving Literary Understanding Through Classroom Conversation. Judith Langer and Elizabeth Close. Effective literature instruction develops reading, writing, thinking, and other literacy skills—but that is easier said than done. This new booklet shares some of the most effective strategies for effective literature instruction, drawing on the research and including real classroom examples. The booklet is designed for teachers and administrators who wish to improve their students' reading comprehension.

Guidelines for Teaching Middle and High School Students to Read and Write Well
These guidelines draw upon a series of research reports and case studies that share findings based on research in 25 schools in four states. This booklet is designed for middle and high school teachers and administrators who wish to improve their English programs.

Research articles and abstracts (about 70) are available online for download. Print copies are available upon request to CELA for a nominal fee to cover printing and postage. Examples include:

Validity and Value of Research on Reading Beyond the Early Years—What Parents Need to Know. (April 2002). J. Angelis. American Educational Research Association—83nd Annual Meeting.

Learning To Read: What Research Says Parents Can Do To Help Their Chikdren, (January 1998). R. Allington. *Our Children*, January 1998.

TO ORDER

You may download (and reproduce) free copies of **"Improving Literacy Understanding Through Classroom Conversation"** and **"Guidelines for Teaching Middle and High School Students to Read and Write Well"** from the CELA website; for print copies, print out from the website, or call and request, an order form. 1–4 booklets are $2.00 each, with discounts for larger orders.

Center for the Improvement of Early Reading Achievement (CIERA)

University of Michigan School of Education
Rm. 2002 SEB
610 E. University Ave.
Ann Arbor, MI 48109-1259
Phone: (734) 647-6940
Fax: (734) 615-4858
E-mail: ciera@umich.edu
Web: www.ciera.org

CIERA is a national research and development center which has a rich assortment of resources and publications available online and in print.

Online Resources include news about CIERA research, online presentations, and printed reports. Preview editions of most of CIERA's books are available on the website, often before they appear in print. The online Technical Report Series, for example, has reports of the latest findings from CIERA researchers on early literacy. The website also includes presentations by CIERA's researchers from 1999 to the present.

The Library page is a well-organized, easy-to-use resource for accessing about 150 reading and literacy-related organizations (statewide, national, international) covering a number of specific issues such as early childhood education and multicultural education. The CIERA Archives is a collection of online reports and other documents for researchers and practitioners in early literacy. The website is constantly being updated with the latest research, resources, and links to literacy and education.

Print Resources include pamphlets for parents, instructional materials, research reports, and other documents. Print copies are available by going to www.ciera.org/library/products/orderform/orderf.pdf or calling for an order form. Below are just a few examples of CIERA publications:

"Improving the Reading Achievement of America's Children: 10 Research-Based Principles" can be downloaded from the website, and a single print copy is free upon request.

"Ten Tips for Raising Readers" offers simple but powerful ways for parents to support their child in learning to read and write. $1.00 a booklet.

Every Child a Reader: Applying Reading Research in the Classroom (1998) is a series of eight pamphlets

summarizing the state of current research in reading education, written for teachers and teacher educators. Effective strategies to implement in any classroom are described in clear, concise language. The writing team includes teachers and researchers with first-hand knowledge of what works in classrooms. References are included. $10.

Every Child a Reader: Companion Readings (1998) contains selected reprints of 18 articles covering eight topical areas from the International Reading Association's journal *The Reading Teacher*; intended for use with *Every Child a Reader*. $16.

Teaching Every Child to Read: Frequently Asked Questions (2001) covers a wide range of reading topics in straightforward, practical terms. The package is carefully coordinated with a companion reader, which supports the further exploration of key topics. $10 each, plus $2.50 shipping.

Teaching Every Child to Read: Professional Development Guide (2002) offers 10 vignettes based on the principles described in the companion volume above. Questions designed to provoke discussion and learning are useful for both group and individual study. The scenarios use sample e-mails, transcripts of teacher conferences, and other authentic artifacts to help teachers apply new, research-based strategies for successfully teaching reading in the classroom. $10.00, plus $2.50 shipping.

Networks

REGIONAL EDUCATIONAL LABORATORIES

The Regional Educational Laboratory system of 10 organizations is the U.S. Department of Education's largest research and development investment. It is aimed at helping educators, policymakers, and communities improve schools and help all students reach their full potential. Each Lab focuses on a "National Leadership Area."

Although each Regional Laboratory provides technical assistance to the states in its region, each also has a wealth of materials and resources available to all, both online and in print. Most of the web articles are free to download, print, copy, and share as long as appropriate citation is given. To request copies of print materials, please use the contact information for each Lab as listed below. While it is usually helpful to have the titles of publications you are interested in, the staff are helpful and will assist with identifying materials that address a particular area of interest. Most Labs will send out single print copies of their free materials to anyone who requests them, regardless of where they live, as long as supplies last.

In addition to listing their own resources, most Lab websites have online libraries and provide links to all the other Labs and to other literacy research and resource sites.

Below is a list of some of the many excellent resources covering many different areas of reading research and instruction available through the Labs. Much more information is available through the Labs than can be included here. Only those Labs that specialize in literacy-related resources are included in the following list.

Link to any of the Labs or search the whole network from this site: http://relnetwork.org

The Northeast and Islands Regional Educational Laboratory at Brown University (LAB)

The Education Alliance at Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226
Toll free: (800) 521-9550
Phone: (401) 274-9548
Fax: (401) 421-7650
E-mail: info@lab.brown.edu
Web: www.lab.brown.edu
National Leadership Area: Teaching Diverse Learners

LAB focuses on the educational needs of linguistically and culturally diverse students. Resources include print publications and web-based services.

PRINT RESOURCES

Most materials may be downloaded freely from their website. Single print copies are available to anyone who requests them as long as supplies last. Callers with specific requests may ask for help in identifying relevant materials and other resources. A free Publications Catalog is online and available in print on request.

The following are among the literacy resources currently available. Single print copies are free. When requesting a resource, please cite its name and publication number.

No. d10337 "Standards-Based Literacy in the Northeast." (2001). This collection of studies reports on early literacy and practices within a context of standards-based education in four states. The report looks at what fosters high achievement and early literacy and gives clues to what works. It discusses current research findings from a number of sources, poses questions for ongoing inquiry, discusses assessment, and gives a primer on alignment between academic standards and student tests.

No. d10365 "Adolescent Literacy Resources: Linking Research and Practice." (2002). This compendium of resources, includes an extensive bibliography, annotated research review, and examples of classroom practice. It links a series of annotated research reviews to the Adolescent Literacy Support Framework, which defines the elements of a successful literacy initiative. The aim is to help bridge the divide between what the research says works and what is happening in today's classrooms, with an eye toward implementing a schoolwide literacy initiative.

No. d10349 "Elementary Schools Where Students Succeed in Reading." (2001). These case studies of successful and less successful schools are based on interviews and observations of teachers, principals, and others. The purpose of the studies was to identify the factors that might be needed to achieve high levels of student success. The emphasis is on schools that do not have well-prepared and economically-privileged students. This study also takes into account standards-based measures of achievement.

No. d10361 "Perspectives on Policy and Practice: Content Area Literacy." (2001). This report investigates ways schools can promote adolescent literacy within the content areas. Based on current research, this paper discusses issues that must be taken into account when designing an action plan.

ONLINE RESOURCES

In addition to the publications, the LAB site has a number of features related to professional development, including interactive tools for improved teaching and learning. A search for "literacy" revealed 82 entries. The site is continually being updated with new journal articles, research studies, field notes from teachers, and other papers, Its **Knowledge Loom,** http://knowledgeloom.org/elne/index.html, a repository and database of best practices, is an online teaching and learning community open to all. It posts reviews of research that identify best practices and conducts discussions online. **Teaching Diverse Learners,** www.lab.brown.edu/public/tdl/index.shtml, provides access to research-based information for classroom application. Practices, strategies, and resources are included in four areas: culturally responsive teaching, bilingual/ESL classrooms, special education, and assessment.

North Central Regional Educational Laboratory (NCREL)
Center for Literacy
1120 E. Diehl Rd., Suite 200
Naperville, IL 60563
Toll free: (800) 356-2735
Phone: (630) 649-6500
Fax: (630) 649-6700
E-mail: literacy@ncrelsgi.ncrel.org
Web: http://goal.ncrel.org/litweb/index.html
National Leadership Area: Educational Technology

NCREL's mission is to improve all parts of the K-12 educational system, from the classroom to the state level, by providing research-based resources and assistance to educators, policymakers, and communities.

PRINT RESOURCES
NCREL's Center for Literacy identifies resources and develops materials on research-based best practices in literacy. Its "Literacy Research and Best Practices" website at http://goal.ncrel.org/litweb lists four types of publications: NCREL Publications, recommended books, periodicals pertaining to literacy, and lesson plans. In addition to online availability, single print copies of many NCREL titles are available free upon request. Examples include:

Critical Issues Series: These papers address particular aspects of education in-depth. A special feature of the online versions is links to audio and video interviews of teachers, researchers, and others who describe how they use the recommended literacy activities or research findings. Each Critical Issue includes an overview of the topics, goals, action options, pitfalls, different viewpoints, cases, contacts, and references. The following are a few examples of Critical Issues devoted to literacy:

"Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms." (2000). Arlette Ingram Willis. 14 pages.

"Addressing the Literacy Needs of Emergent and Early Readers." (1999). Debra Johnson, Elizabeth Sulzby. 11 pages.

"Using Technology to Enhance Literacy Instruction," (2001). Ann Holum and Jan Gahala. 13 pages.

In addition to the above, NCREL lists about 30 other publications that they have produced.

Online resources. The "What's New" section of the website has links to a wealth of resources, including a complete April 2002 "Put Reading First PowerPoint Presentation" by Dr. Bonnie B. Armbruster that discusses the Initiative and the latest research findings with implications for reading instruction. (Available at http://goal.ncrel.org/litweb/docs/PRF-Armbruster1.ppt). Since new materials are produced and posted regularly, visit the website or ask when you call or write for updates or information about other materials that may be useful to you.

The Northwest Regional Educational Laboratory (NWREL)

101 SW Main Street, Suite 500
Portland, OR 97204
Phone: (503) 275-9500
Toll free: (800) 547-6339
Fax: (503) 275-9489
E-Mail: info@nwrel.org
Web: www.nwrel.org
National Leadership Area: Re-engineering Schools

NWREL has numerous resources for educators, policymakers, and parents related to literacy produced by its 11 programs and centers. Its website has well over 12,000 pages. Many NWREL products are available free in print while supplies last, and may be requested online or by phone or mail. All are welcome to request materials. Whether or not items can be sent free or at a cost varies. Each publication has its own criteria.

RESOURCES IN PRINT AND ONLINE:

NWREL Products Catalog— Available online at www.nwrel.org/comm/catalog and in print, free upon request.

Literacy and Language Development Web Page
This page, www.nwrel.org/comm/topics/lld.html, is updated periodically and has links to most of NWREL's literacy materials. The "Recommended and Popular" section is a good starting point for the best and latest resources.

The complete text of the following publication may be freely accessed online, and a print version is available for sale:

Learning to Read and Write: A Place to Start. (October 1998). Rebecca Novick, Ph.D. $20; online at: www.nwrel.org/cfc/publications/learningreadwrite.html

This publication is a resource for teachers, administrators, and families. Research on learning to talk, read, and write is discussed

and activities to support the development of these crucial skills are explored. Two chapters, "Supporting Early Literacy: The Preschool Years" and "Supporting Early Literacy: The Primary Years" are devoted to early literacy. Profiles of five northwest schools that demonstrate innovative and culturally responsive educational practices follow. This booklet also contains a section with materials suitable for handouts in workshops. An extensive bibliography is included.

Two new books posted (or soon to be posted) on the Language and Literacy website and which are available in print are:

Many Paths to Literacy: Language, Literature, and Learning in the Primary Classroom. (2002). Rebecca Novick. 240 pages. Price: $21.45 (Item ID: C110)

This manual offers ways to help children become better readers, including classroom and family activities that build critical language skills. Specific features include: ways to share books with young children; strategies for decoding, enhancing phonemic awareness, and building phonics skills; linking literacy with emotional development through writing and children's literature; the role of songs, poetry, and visual arts in creating rich sensory images while reading and writing; culturally responsive learning environments; helping children to develop their storytelling ability; and an annotated bibliography of high-quality children's books.

Learners, Language, and Technology: Making Connections that Support Literacy, (2002). Judy Van Scoter and Suzie Boss. 72 pages. Price: $18.35. Free download at: www.netc.org/earlyconnections/pub/index.html

This guidebook draws on both research and classroom practice to describe some possible uses of new technologies with students in the early elementary years, with special attention given to the needs of English language learners and struggling students.

ONLINE ONLY

LEARNS is a NWREL project providing assistance to Corporation for National Service projects focused on literacy and education. *The Tutor*, its quarterly newsletter, is packed with relevant news and information to help tutors teach children how to read. The site also has downloadable resources and an array of practical tips and strategies for literacy, mentoring, and tutoring. "Family Literacy: Tapping into the Power of the Family," for example, covers singing and storytelling, parent stories and how to elicit them, children's writing and how parents can help, tips on how to get parents more involved, literacy contacts, and family literacy websites. www.nwrel.org/learns/tutor/win1998/win1998.html

(Note: Complete copies of all of LEARNS' *The Tutor* newsletters and other materials *are* accessible through the Literacy and Language Development Web Page address above. Only those with a LEARNS password may access these resources directly from the LEARNS portion of the website.)

The online ***Northwest Education Magazine*** covers all educational issues. The fall 1998 issue is devoted to literacy: **Succeeding in Reading: Literacy in the Early Years,** Fall 1998. Vol. 4, No. 1.

Parents: Let's Talk is a monthly online newsletter that frequently covers literacy.

Library in the Sky is a database of educational websites, many of which are focused on literacy. Currently 1,531 educational websites are listed.

WestEd

730 Harrison Street
San Francisco, CA 94107-1271
Toll free: (877) 493-7833
Phone: (415) 565-3000
Fax: (415) 565-3012
E-mail: dtorres@WestEd.org
Web: www.wested.org
National Leadership Area: Assessment of Educational Achievement

WestEd is also home of the Region XI Comprehensive Center.

Catalog: WestEd's catalog is free and available in print by request at the address or phone number above, and online at www.WestEd.org/catalog

WestEd's literacy resources begin with early childhood and continue through high school.

PRINT RESOURCES

Selected publications currently available include:

Two issues of **R&D Alert,** Vol. 4, Nos. 1 and 2, (2002), WestEd's prize-winning newsletter, are devoted to reading. Both newsletters list supports and resources, and have a section on "What's New, Hot, and Useful." PDF versions can be read and downloaded for free at: www.WestEd.org/online_pubs/rd-02-01.pdf. Print copies are also available free upon request.

Number 1: "The Roots of Reading: Focus on the Teaching and Learning of Reading," focuses on the key elements of early literacy (grades K–3), improving secondary school reading, and general information on improving students' reading ability.

Number 2: "Focus on Beginning Teachers" is devoted to supporting beginning teachers, with a special emphasis on teachers of English-language learners and mentoring.

Portraits of Exemplary Literacy Practices: The Arizona Initiative for Children, (1995). Faye Mueller, Stanley Chow, Nikola Filby, Kathleen Tyner. 26 pages. $3.00. Product # GV-95-01.

Arizona's Literacy Initiative for Children challenged schools to develop innovative literacy practices within the Arizona language arts framework, while accommodating the diversity of learners in the state. The book illustrates exemplary practices from 10 Literacy Sites in the state. It is intended for teachers, teacher educators, school and district administrators and policy makers.

OS **Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms,** (2000). Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz. 224 pages. $21.00. Product # READ-99-01.

This practical guidebook provides concrete lessons for middle and high school teachers about how to support students' reading in their disciplines, as well as the theoretical underpinnings of the approach. The guide is based on work in which students in an urban ninth-grade class gained an average of two years on a standardized reading test in just seven months and learned to love to read in the process. It is intended for teachers, teacher educators, professional development personnel and school administrators.

△○☆◇ **Teaching Our Children to Read: The Components of an Effective, Comprehensive Reading Program.** Second Edition. (2001). Bill Honig. Corwin Press, Inc. 240 pages. $24.95. Product # READ-01-01.

This new edition of a classic on reading and teaching provides an updated overview of important research and instructional strategies. Expanded coverage includes phonics; fluency; spelling; strategic reading; book discussion; connected practices with decodable text; multisyllabic word instruction; vocabulary and concept development; text organization; and literacy benchmarks, including assessment and intervention. It is intended for teachers, teacher educators, school and district administrators.

Mid-continent Research for Education and Learning (McREL)

2550 S Parker Road, Ste. 500
Aurora, CO 80014-1678
Phone: (303) 337-0990
Fax: (303) 337-3005
E-mail: info@mcrel.org
Web: www.mcrel.org
National Leadership Area: Standards-Based Instructional Practice

McREL has developed several literacy-related products and professional development opportunities related to standards and assessment for literacy. The professional development services and workshops span the preschool through high-school levels. Products and services are listed and described at the web address above. Books available in print are sold through various vendors.

Catalog: A product and services catalog is free upon request by calling (303) 632-5551.

PRINT RESOURCES

The following are some examples of McREL resources:

Teaching Reading in the Content Areas: If Not Me, Then Who?, 2nd ed. by Dr. Rachel Billmeyer, Ph.D. and Mary Lee Barton, M.S. Ed. (1998). Spiral Bound Book, $27.95; Blackline Masters $15.00.

This Teacher's Manual is a resource for teachers, staff development specialists, reading coordinators, administrators and parents. The program includes 40 instructional strategies to improve students' understanding when reading for content.

Scaffolding Literacy Development in the Preschool Classroom (2002) and **Scaffolding Literacy Development in the Kindergarten Classroom** (2001). Both books by Elena Bodrova, Deborah J. Leong, Diane E. Paynter, and Carol Hughes. $25.00 each (includes shipping and handling).

These manuals are designed to help new and experienced preschool and kindergarten teachers make decisions about the instructional practices that are appropriate for their classrooms. Each manual has three sections. Section I identifies seven principles of instruction for the preschool or kindergarten classroom. Section II discusses organization of the preschool or kindergarten classroom. Section III presents research-based teaching strategies that reflect the principles in Section I. These strategies are tied to state and national standards, and have been used in preschool and kindergarten classrooms.

Research into Practice Series is a new McREL product of four modules designed to give educators guidance on how to apply research findings to classroom practice. The fourth module, "Enhancing Reading Development," includes instructional strategies to enhance the reading development of very young readers, as well as upper elementary, middle and high-school students. Participant's Manual, $18.75; Facilitator's Kit, $79.95.

ONLINE RESOURCES

A Framework for Early Literacy Instruction: Aligning Standards to Developmental Accomplishments and Student Behaviors, by Elena Bodrova, Deborah Leong, Diane Paynter and Dmitri Semenov. (2000, online revised 2002). Available online only at www.mcrel.org/products/standards/framework.asp

The standards and benchmarks for early literacy in this publication reflect the current research on the knowledge needs and developmental characteristics of children at the pre-k and kindergarten levels. They provide detailed guidance for early literacy instruction. McREL also offers workshops in the development and use of these early literacy standards and benchmarks in pre-k and kindergarten classrooms. Information on workshops, diagnostic tools, and other professional development opportunities are described on their website at www.mcrel.org/resources/literacy/ela/aboutela.asp.

McREL's Early Literacy Advisor (ELA) at www.mcrel.org/resources/literacy/ela/aboutela.asp is a computerized system designed to help classroom teachers assess and promote early literacy development in children ages 4–6. The ELA helps teachers make informed decisions about the pace and direction of classroom practices.

"The 100 Most Frequent Words in Books for Beginning Readers," by Elena Bodrova, Deborah Leong, and Dmitri Semenov, is the result of a survey of over 1,000 pre-primer, early, and first readers. Available online only in PDF and text formats at www.mcrel.org/products/literacy/100words.asp.

Pacific Resources for Education & Learning (PREL)

900 Fort Street Mall, Ste. 1300
Honolulu, HI 96813
Phone: (808) 441-1300
Fax: (808) 441-1385
E-mail: orderinfo@prel.org
Web: www.prel.org/products
National Leadership Area: Curriculum and Instruction Related to Reading and Language Mastery.
PREL is also home of the Region IV Comprehensive Center.

Catalog: To order PREL's Product Catalog of research-based, culturally appropriate resources especially for Pacific educators, contact orderinfo@prel.org or call PREL.

PREL's focus is on reading and language development for linguistically and culturally diverse learners, with an emphasis on teaching children in both the language of a child's home and in English.

PRINT AND OTHER RESOURCES

The Coral Reef Alphabet Book for American Samoa. (2001). Larry G. Madrigal. 30 pages. ES0105. $10.

Produced for the American Samoa Department of Education Marine Enhancement Program, this book combines underwater photography of coral reef life and an alphabetical resource. The specimens are described in English, and some are translated into the Samoan language. A picture-matching learning exercise and a glossary of scientific and oceanic terms is provided.

Effect of Computer-Assisted Instruction (CAI) on Reading Achievement: A Meta-Analysis. (2000). Kyaw Soe, Ph.D., Stan Koki, and Juvenna M. Chang, Ed.D. 18 pages. RS0001. Free.

This meta-analysis draws upon summary statistics from 17 studies to examine the effect of computer-assisted instruction (CAI) on the reading achievement of K-12 students. Results indicate that CAI promotes higher reading achievement. PREL researchers have concluded that reading instruction aligned with CAI can serve as a powerful teaching tool to assist teachers in helping students reach their reading potential.

ELL **English Language Development in the Bilingual Classroom—Video.** (2000). PVT0101. $20.00.

This video is designed to help teachers foster the development of academic English-language skills in young bilingual learners. Practical teaching strategies that help students gain a firm foundation in the language skills are highlighted.

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Literacy in Indigenous Communities, (2000). L. David van Broekhuizen, Ph.D. 25 pages. RS004. Free.

This research synthesis explores the notions of national, mother-tongue, multiple, and bi-literacies. It provides examples of culturally relevant uses of literacy in indigenous communities and issues related to first-language literacy instruction.

Pacific Area Language Materials (PALM)—CD-ROM. (1999). CD0001. $29.95.

This CD-ROM is an archive of more than 700 educational materials that were developed for classroom use under a U.S. Department of Education grant in the 1970s. Eleven Pacific languages are represented with original text and illustrations. The material may be downloaded for editing or manipulation.

ELL OS **Reading Instruction for Older Struggling Readers,** (1999). Alfredo Schifini, Ph.D. 4 pages. PB9903. Free.

Although students may have a command of social English, many experience difficulties in reading and writing academic English. This briefing paper discusses possible reasons for the high number of older struggling readers, what teachers can do, and the importance of matching instruction to meet children's needs.

Teaching Reading in the Vernacular—Video. (2000). PVT0102. $20.00.

This video offers vignettes of initial reading instruction in Micronesian languages. Island educators and linguists discuss key issues in vernacular reading instruction, and curriculum-development efforts in Yap are highlighted.

Reading Aloud to Children Series—Audiotapes. (1997, 1998). $2.00 each.

These audiotapes use a legend from each island community to model ways parents can read with their children. Available in 12 Pacific Region languages with English on one side, the indigenous island language on the other. Approximately 25 minutes.

Reading Aloud to Children: A Workshop for Parents—Facilitator's Manual. (2000). ES0103. $10.00.

This manual is designed to accompany the Reading Aloud to Children bilingual audiotapes. The manual provides instructions for facilitating a three-part workshop and includes an agenda, suggested activities, overhead transparency masters, and one *Reading Aloud to Children* audiotape.

ONLINE RESOURCES

The PREL website provides suggestions for specific classroom activities and lessons in the areas of English language development, phonemic awareness and phonics knowledge, vocabulary, language patterns, and reading comprehension. There are extensive resources in the areas of bilingual and English as a Second Language (ESL) education, including links to web forums, professional organizations, and national databases. The PREL Online Library (POL) lists many web-based resources, including those related to literacy.

SERVE—Southeastern Region

SERVE Publications
Attn: Distribution Specialist
1203 Governor's Square Boulevard, Ste. 400
Tallahassee, FL 32301
Phone: To request materials, call the Distribution Specialist at (800) 352-6001
Fax: (850) 671-6020
E-mail: info@serve.org
Web: www.serve.org; www.serve.org/publications/order.htm; www.serve.org/litproject/
National Leadership Area: Expanded Learning Opportunities

Catalog: SERVE's Portfolio of Products is available online and in print by calling the toll free number above.

SERVE produces many free and low-cost research-based studies, training materials, policy briefs, brochures, and videotapes. Its Literacy Project resources address early, elementary, and middle-school age literacy issues, as well as systemwide analyses of reading programs.

PRINT RESOURCES

The following are selected items from the SERVE Literacy Project:

Leading Change in Literacy: Southeastern District Stories. (1998). 32 pages. SSLCL. Free (single copies only).

This paper consists of three parts. First, it describes how administrators, principals, and teachers in the Elizabeth City-Pasquotank County School District went about changing its reading program. Next, it depicts Surry County's experience with the Developing Efficient Readers program. Finally, it presents the commonalities and differences of each approach and makes recommendations for district leaders.

EDTALK: What We Know About Reading Teaching and Learning. (1996). 80 pages. EDRTL. Free (single copies only).

Co-produced with the National Education Knowledge Industry Association (NEKIA), this document answers common questions that parents and teachers ask about reading education.

ONLINE RESOURCES

OS ☆ **How High-School Students Can Improve Their Reading Skills.** Janet Bullock.

This article discusses strategies students can use to assist their comprehension while reading. It lists websites for further assistance as well as references.

Introductory Guide for Implementing and Evaluating Volunteer Reading Tutoring Programs: A SERVE Special Report. (2002). Sally Bond.

This guide summarizes findings from nine America Reads volunteer tutoring programs. It provides introductory information on implementing and evaluating volunteer reading tutoring programs.

OS **Literacy Exploration Activity Plans (LEAP)**

This faculty study group guide focuses on spelling, understanding reading research, effectively scheduling reading instruction at the elementary level, reading across content areas in high school, and working with struggling readers.

Stepping Stones to Literacy

SERVE is developing a web-based distance education curriculum to provide parents and early childhood providers with research-based information and resources to help them develop early literacy skills in their children. Information will cover age ranges 0–2, 2–4, and 4–6. A Stepping Stones to Literacy website comprised of the three levels of training will be online in 2003.

NOTE: The SERVE Literacy Project is in the process of developing new and exciting literacy information and professional development resources. For more information, contact Dr. Paula Egelson at SERVE (800-755-3277); fax 336-315-7457; pegelson@serve.org, or P.O. Box 5367, Greensboro, North Carolina 27435.

Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
Austin, TX 78701-3281
Toll free: (800) 476-6861
Phone: (512) 476-6861
Fax: (512) 476-2286
E-mail: products@sedl.org
Web: www.sedl.org and www.sedl.org/reading/topics.html
National Leadership Area: Family and Community Involvement
SEDL is also home of the Region V Comprehensive Center (see p. 41).

Catalog: SEDL's product catalog is available online and in print by calling the toll free number above.

RESOURCES AVAILABLE IN PRINT AND ONLINE

Literacy is one focus of SEDL's work. SEDL's extensive collection of literacy resources is intended to help reading teachers develop a richer understanding of current reading research, with an emphasis on beginning and struggling readers. One focus is on reading assessment and the use of research and assessment information to shape instructional practice.

Cognitive Foundations of Learning to Read: A Framework. (2000). Sebastian Wren, Brian Litke, Deborah Jinkins, Susan Paynter, Jennifer Watts, and Iliana Alanis. 52 pages. Product ID: REA-12; $25.00. Available free online, full text: www.sedl.org/reading/framework/framework.pdf

This book gives a summary of the research findings related to how children learn to read. A graphical representation of the "cognitive foundations framework" illustrates the cognitive elements that research has shown to be essential in learning to read. This framework, and supporting resources, including a Literacy Profile Folder (to help teachers track individual student data in the areas outlined in the framework), and assessment, instructional, resource, and research databases can be downloaded, at no cost, from SEDL's website.

Building Reading Proficiency at the Secondary School Level: A Guide to Resources. (2000). Cynthia L. Peterson, David C. Caverly, Sheila A. Nicholson, Sharon O'Neal, and Susen Cusenbary. 145 pages. ID #: REA-16; $22.00. Available free online, full text: www.sedl.org/pubs/reading16/buildingreading.pdf.

With the goal of building a guide to resources, this publication reviews the scholarly literature to determine: (a) current theoretical perspectives and research findings on building reading proficiency at the secondary level and (b) their implications for classroom instruction. It only presents factors that

research has established as essential and for which there are implications for instruction. Programs and instructional strategies aligned with research are presented.

OS **SEDL Letter,** the award-winning magazine of this Lab, is published 3 times a year. It is available online, with print copies available free upon request as long as supplies last. The December 2002 issue of SEDL Letter, is devoted entirely to reading. Entitled "Putting Reading First," it touches on critical issues related to reading instruction. The article "Negotiating *La Frontera*," discusses reading and the migrant student. In addition, this newsletter includes activities teachers can use in classrooms, and information on resources to help struggling secondary readers.

RESOURCES ONLINE ONLY

Topics in Early Reading Coherence Series. SEDL staff members regularly post short papers on a topic in early reading. These papers can be found online at www.sedl.org/reading/topics.html. Examples of recent papers include:

"Ten Myths of Reading Instruction" draws upon the latest research to dispel 10 of the most common myths that influence reading education.

"Methods of Assessing Cognitive Aspects of Early Reading Development" was written to help teachers better understand how to test the essential abilities that are so important to the development of early reading skills. A companion piece to SEDL's framework of reading acquisition (see first entry, previous page), the paper includes a discussion of the elements that support language comprehension and decoding.

"Making Sense of Reading" proposes a shift in focus from teaching reading to learning to read, and offers suggestions of ways to support teachers to make this shift. It includes recommendations to guide district leaders in creating effective reading programs intended to help teachers know and understand what is involved in children's learning to read.

△ "What Does a Balanced Literacy Approach Mean?" The debate about whether teachers should focus on phonics or whole language reading instruction is giving way to a new approach called "balanced reading" which includes elements of both approaches.

"Regular and Exception Words" is a database of common words that are not spelled the way they sound.

"Phonics Rules" discusses the best approach for teaching children the system for decoding English text—what some call "word attack" skills.

"The Phive Phones of Reading" defines the reading research jargon being used today. It considers all the similar terms that have to do with the sounds of spoken words—phonics, phonetic spelling, phoneme awareness, phonological awareness, and phonology. The same "phon" root makes these words easy to confuse, but they are definitely different, and each, in its way, is very important in reading education.

"Glossary of Reading-related Terms" allows people to quickly check terms as they encounter them. Being a web-based document, it is flexible and new terms are being added over time.

SEDL has numerous resources in addition to those mentioned above. The "Reading News" Mailing List is a good way to keep informed about changes to SEDL's reading resources.

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Comprehensive Centers Network

Fifteen Comprehensive Assistance Centers are funded by the U.S. Department of Education to provide technical assistance services focused on education reform. They are authorized nationally under Title X of the *No Child Left Behind Act* of 2002. These Centers work primarily with states, local education agencies, tribes, and schools. Priority for services is given to high-poverty schools and districts and Bureau of Indian Affairs schools. They offer information, professional development, and resources based on research in reading to help schools provide the best instruction for each reader. The Centers also have an interest in addressing the needs of English language learners (ELL), and many of the products listed below reflect that commitment.

Only those Centers with a specific focus on literacy are included here. To find the Comprehensive Center for your region, or to search the entire database, please go to the network's website at www.ccnetwork.org.

New England Comprehensive Assistance Center (NECAC)

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02458
Toll free: (800) 332-0226
Phone: (617) 618-2533 or (617) 618-2341
Fax: (617) 969-1580 or (617) 332-4318
E-mail: wallen@edc.org or mavery@edc.org
Web: www.edc.org/NECAC/

Unless otherwise noted, all NECAC materials may be obtained by contacting the New England Comprehensive Center directly.

A Guide to Schoolwide Programs and Practices for Improving Early Literacy. (1999).

This guide to research-based programs and practices for early literacy is designed to assist low-performing schools and districts in planning early literacy instruction. The research base for this guide is *Preventing Reading Difficulties in Young Children*. The guide contains self-assessments by 10 school reform programs that have a major reading component. The developers were asked to indicate on a scale of 1–3 the extent to which their program addressed each of the grade-level accomplishments identified in *Preventing Reading Difficulties for Young Children*. In addition, developers were asked to provide an explanation for assigning the highest rating. These ratings are meant to help curriculum decisionmakers evaluate various programs. Print copies are available free to high poverty schools and districts in New England, and for $11 to all others.

Kenny's Story: Essential Elements of Literacy Learning. (1998). Kenny's Story is a fictional account of a young African American boy who attends kindergarten in a large, urban public school. The account describes the nature and content of some of his early literacy experiences. The vignette is followed by a review of research that articulates the importance of early literacy experiences and ways that early literacy can be facilitated in classrooms and schools. Available at www.edc.org/NECAC.

Region III Comprehensive Assistance Center

Center for Equity and Excellence in Education
1730 North Lynn Street, Ste. 401
Arlington, Virginia 22209
Phone: (703) 528-3588
Fax: (703) 528-5973
E-mail: crivera@ceee.gwu.edu
Web: http://ceee.gwu.edu

Help a Child Learn to Read, by Judy Blankenship Cheatham. (1998). Online at http://ceee.gwu.edu/parent_community/helpachild.pdf.

This volume includes all the information a tutor needs to help a child learn to read. It gives guidance on setting up tutoring sessions, the materials to use, and instructions on how to teach reading.

Print copies are available through Literacy Volunteers of America, Inc., 635 James Street, Syracuse, New York, 13203. Telephone: (800) 582-8812. $10 plus shipping.

Southeast Comprehensive Assistance Center (SCAC)

Southeast Educational Development Laboratory
3330 North Causeway Boulevard, Ste. 422
Metairie, LA 70002-3573
Toll free: (800) 644-8671
Phone: (504) 838-6861
Fax: (504) 831-5242
E-mail: mkaigler@sedl.org
Web: www.sedl.org/secac/

Building Successful Readers: Strategies for the Elementary Classroom

This document provides a practical collection of strategies and reproducibles that teachers can use to develop student vocabulary and comprehension in grades K-8. Some of the strategies include the use of advertising slogans, proverbs, semantic maps, story frames, and retelling instruments. Electronic copies available at www.sedl.org/secac/. Print and multimedia copies available upon request.

Considerations for Teaching Reading to Limited English Proficient (LEP) Students in Grades K-3

This document is a compilation of research-based information that includes language development levels, phonemic awareness, reading strategies, and reading assessment. Electronic copies available at www.sedl.org/secac/. Print and multimedia copies available.

Music and Rhythm Activities to Promote Vocabulary Development Across the Curriculum

This document was developed for a workshop presented at the 1999 Louisiana Association for Bilingual Education Conference. It provides practical strategies for teaching through music and the use of music to develop the intellect. It includes ideas on how to make musical instruments and lists websites for musical resources on the Internet. Electronic copies available at www/sedl.org/secac/. Print and multimedia copies available upon request.

Prevention and Intervention Strategies

This document includes the workshop materials used in SECAC's Reading Success Network training on reading instructional strategies. Electronic copies available at sedl.org/secac/prevent.pdf.

Read-aloud Books for Developing Phonemic Awareness

Research shows the importance of developing phonemic awareness in young children. This document provides teachers with an annotated bibliography of children's books that may be useful in facilitating the acquisition of phonemic awareness. Electronic copies available at www.sedl.org/secac/. Print and multimedia copies available upon request.

Reading Success Network: Ideas and Activities for Literacy Development

This pamphlet describes the early reading and writing developmental continuum and lists literacy terms and provides suggestions for helping children to think while reading. Electronic copies available at www.sedl.org/secac/ideas.pdf.

Region VI Comprehensive Assistance Center

Wisconsin Center for Education Research
University of Wisconsin - Madison
1025 West Johnson Street
Madison, WI 53706
Toll free: (888) 862-7763
Phone: (608) 263-4220
Fax: (608) 263-3733
E-mail: ccvi@mail.wcer.wisc.edu
Web: www.wcer.wisc.edu/ccvi

Shaping a School Culture for Literacy

Originally an article in *Reform Talk*, Issue 11, November 1997, this document addresses literacy in the context of school reform, stressing the importance of principal leadership. It recognizes that literacy is a central element in every aspect of school, family, and work life. Electronic copies available at www.wcer.wisc.edu/ccvi/pubs. Print materials available free upon request.

Region VII Comprehensive Assistance Center

University of Oklahoma
555 East Constitution Street
Norman, OK 73072-7820
Toll free: (800) 228-1766
Phone: (405) 325-1729
Fax: (405) 325-1824
E-mail: regionvii@ou.edu
Web: http://region7.ou.edu

S **¿Como puedo ayudarle a mi hijo en la lectura?— How can I help my child in reading?**

This bilingual (English/Spanish) handbook contains activities to enable parents of beginning readers (children in Kindergarten to grade three) to promote literacy at home with their children. Print copies, $4.00.

ELL **Reading for the ELL (English Language Learner)**

Intended for elementary schools and their students, especially English language learners, this booklet outlines the stages of language acquisition and includes examples of activities and games to aid in the teaching process. Print copies, $4.00.

ELL **Teaching English Language Learners**

This teacher's resource manual is designed to acquaint teachers with the general principles of language acquisition, introduce strategies for teaching reading, and present methods of adapting curriculum for English language learners. Print copies, $4.00.

Training Reading Tutors for English Language Learners

This handbook covers affective and cognitive factors that affect the way English language learners (ELLs) acquire reading skills. It presents strategies for tutoring, including a demonstration of a language experience reading strategy. Print copies, $4.00.

STAR Center—Region VIII Comprehensive Assistance Center

Intercultural Development Research Association (IDRA)
5835 Callaghan Road, Ste. 350
San Antonio, TX 78228-1190
Phone: (210) 444-1710 or (888) 394-7827
Fax: (210) 444-1714
E-mail: contact@idra.org
Web: www.starcenter.org; www.idra.org

Appropriate Language Instruction: Stephanie's Story

From the June-July 1999 IDRA newsletter, this article addresses literacy and other curricular programs for English language learners. It is available online: www.idra.org/Newsltr/1999/Jun/Juanita.htm#Art4.

Coming to Grips with Reading Instruction at the Early Grades

This publication addresses cultural diversity in kindergarten and early childhood literacy programs for English language learners in the context of school reform and educational standards. The article appeared in the IDRA Newsletter, April 1998. Available online: www.idra.org/Newsltr/1998/Apr/Christie.htm#Art1.

Northwest Regional Educational Laboratory's Comprehensive Center

Northwest Regional Educational Laboratory
101 Southwest Main Street, Ste. 500
Portland, OR 97204
Toll free: (800) 547-6339 x587
Phone: (503) 275-0137
Fax: (503) 275-9625
E-mail: palmp@nwrel.org
Web: www.nwrac.org/

Tips for Parents About Reading

This publication offers practical ideas parents can use with children from birth through middle school to improve reading proficiency. It provides guidelines about what children typically can do at certain ages and stages of reading development and lists titles of books parents and

children can read together. Single print copies are free to educators in Idaho, Montana, Oregon, Washington, and Wyoming. For additional copies, order by e-mail: products@nwrel.org, or from the NWREL Document Reproduction Service at (800) 547-6339 x519 or (503) 275-9519. Available online in PDF format at www.nwrac.org/pub/tipsforparents.pdf. Print copies for those outside the region, $6.45.

Consejos para los Padres Sobre la Lectura

The Spanish edition of **Tips for Parents about Reading.** A single copy is free to educators in Idaho, Montana, Oregon, Washington, and Wyoming upon request. For additional copies, order from the NWREL Document Reproduction Service at (503) 275-9519 or by e-mail: products@nwrel.org. Available online in PDF format at www.nwrac.org/pub/tipsforpadres.pdf. Print copies for those outside the region, $6.45.

Alaska Comprehensive Regional Assistance Center (AKRAC)

South East Regional Resource Center
210 Ferry Way, Ste. 200
Juneau, AK 99801
Toll free: (888) 432-5722
Phone: (907) 586-6806
Fax: (907) 463-3811
E-mail: jerrys@serrc.org
Web: www.akrac.k12.ak.us/

Intermediate Literacy Institute, (revised 2000). 501 pages.
Primary Literacy Institute, (revised 2000). 402 pages.

These publications (sponsored by the Alaska Department of Education, the iReading Success Network, AKRAC, and participating Alaska school districts) are intended to help teachers learn the most effective approaches to assessing and monitoring progress of students, with particular emphasis on hard-to-teach students. Included are a general directory, bibliography, overview, syllabus, and related readings; and sections covering philosophy, assessment, strategies, lessons, word analysis, the reading/writing connection, classroom management, parent involvement, book selection/book leveling, book ordering, articles, evaluation, and miscellaneous. They are available in 3-ring binders for $35.00 and $30.00 respectively to anyone in Alaska.

The School Book Room List of Leveled Books and Other Information, (2000).

This is a 31-page list of books that may be used for guided reading in grades 1 and 2, compiled at the request of numerous teachers who "didn't know where to start" when developing a schoolwide book room. It includes publishers and addresses using 1999-2000 catalogs, and indicates of fiction or non-fiction status. Available at no cost to anyone in Alaska.

CROSS SITE INDEX

The U.S. Department of Education maintains a searchable index of all U.S. Department of Education supported Internet information resources. Access it at www.ed.gov/search/crosssite.jsp

Region XIV Comprehensive Center at ETS
1000 North Ashley Drive, Ste. 312
Tampa, FL 33602
Toll free: (800) 756-9003
Fax: (813) 228-0632
E-mail: thensley@ets.org
Web: www.ets.org/ccxiv

ELL OS **From Theory to Practice: Number 1–Number 10**

This booklet contains ten issues from the "From Theory to Practice" series, a set of discussions addressing important issues for classroom teachers and educators who work with students learning English as a new language. The following titles address literacy: "Using Reading Strategies as a Route to Making Meaning for Secondary English Language Learners," "Establishing a Writing Workshop Classroom for English Language Learners," and "Teach the Text Backward: A Practical Framework That Helps English Language Learners to Understand Textbooks." Available at www.ets.org/ccxiv.

THE REGIONAL RESOURCE AND FEDERAL CENTERS (RRFC) NETWORK FOR SPECIAL EDUCATION

Academy for Educational Development
1825 Connecticut Avenue, NW
Washington, DC 20009
Phone: (202) 884-8215
TTY: (202) 884-8200
Fax: (202) 884-8443
E-mail: frc@aed.org
Web: www.dssc.org/frc

D The network of Regional Resource Centers and the Federal Resource Center make up a nationwide technical assistance network to strengthen the capacity of state systems of early intervention and special education to improve results for students with disabilities. Funded by the U.S. Department of Education's Office of Special Education Programs, every U.S. state and jurisdiction is served by a Regional Resource Center (RRC). Their primary clients are State Departments of Education. The RRCs help states by providing technical assistance designed to meet each state's program development need. They provide networking opportunities and technology to facilitate information dissemination. All their efforts are intended to benefit children and youth with disabilities, their parents, and educators. Information on the centers can be found at www.dssc.org/frc/rrfc.htm.

Among the RRCs, the following two address issues related to literacy:

Western Regional Resource Center (WRRC)

College of Education
1268 University of Oregon
Eugene, OR 97403
Phone: (451) 346-5641
TDD: (541) 346-0467
Fax: (541) 346-0322
E-mail: WRRC@oregon.uoregon.edu (Please note "literacy" in subject field)
Web: interact.uoregon.edu/wrrc/literacymain.htm

The WRRC website links to sites reviewed by the WRRC staff for information on national initiatives, statewide implementation models, and research-based approaches. The WRRC will respond to inquiries about reading and literacy programs, and its website provides links to many literacy initiatives and resources.

Mountain Plains Regional Resource Center (MPRRC)

178 N. Research Pkwy., Ste. 112
Logan, UT 84341
Phone: (435) 752-0238
Fax or TDD: (453) 753-9750
E-mail: conna@cc.usu.edu
Web: www.usu.edu/mprrc

The MPRRC website features a number of literacy-related resources. Its "Fun for Kids and Teachers" area has a great collection of "cool links" to major literacy sites. The "Teacher's Outpost" links to "The Gateway to Educational Materials," a one-stop access to high quality lesson plans, curriculum units and other educational resources on the Internet.

MPRRC's searchable online library (in the Resources section of the website) is constantly being updated and expanded. Visitors can browse without signing in. However, a username and password is needed to request materials. A search under the keyword "reading" produced 103 entries, most of which are journal articles. The keyword "literacy" had 100 entries. Books and other materials can be requested online. Anyone is welcome to check out materials; however, users are responsible for the return postage.

THE GATEWAY TO EDUCATIONAL MATERIALS (GEM)

This website, sponsored by the U.S. Department of Education, is an effort to provide educators with quick and easy access to thousands of educational resources found on over 320 Internet sites across the country. Materials include lesson plans, activities, and projects. Check it out at www.thegateway.org

BUREAU FOR STUDENTS WITH PHYSICAL AND HEALTH IMPAIRMENTS

Georgia State University
Dept. of Educational Psychology
Special Education
University Place
Atlanta, GA 30303-2310
Toll free in Georgia: (877) 495-9190
Phone: (404) 651-4089
Web: http://education.gsu.edu/PhysicalDis

This Bureau at Georgia State (a portion of Georgia's U.S. DOE-funded State Improvement Grant [SIG]) provides technical assistance on literacy skills to school-age children and youth with orthopedic impairments (including students who are unable to speak), their teachers, service providers, and families. Several monographs and fact sheets are available on many aspects of teaching and assessing reading online or in print. They may be requested in alternate formats, and are free upon request. The following documents are among many others available that address issues related to literacy:

LITERACY PROFILE FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

D **Nonverbal Reading Approach** This 4-page paper gives step-by-step instructions for a reading strategy for students with severe speech and physical impairments. It provides nonverbal students a strategy to sound out words "in their head," and describes a way to assess if the student can read targeted words.

D **Literacy Strategies for Students with Orthopedic, Visual, and Speech Impairments,** Kathryn W. Heller, Ph.D., Bureau Director, is a 13-page paper with considerations for accessing reading, addressing positioning, stamina, adapting materials, and assistive technology.

D **Teaching Reading to Students with Severe Speech and Physical Impairments Using the Nonverbal Reading Approach,** Kathryn W. Heller, Laura D. Fredrick, and Cathy Diggs, is a 33-page article that describes an approach to teaching reading with the use of internal speech, the Direct Instruction systematic reading approach, and assistive technology.

Projects

The Center for Literacy and Disability Studies

CB #7335, TR #48
University of North Carolina—Chapel Hill
Chapel Hill, NC 27599-7335
Phone: (919) 966-8566
Fax: (919) 843-3250
Web: www.med.unc.edu/ahs/clds/

D The Center for Literacy and Disability Studies (CLDS) addresses the literacy needs of individuals with a range of disabilities across the United States. The CLDS has concentrated most of its resources on individuals with severe and multiple disabilities, an estimated 70–90 percent of whom read and write at levels significantly below their non-disabled peers.

D S One of the exciting new educational services that will be coming soon to the CLDS website is the **Adolescent Literacy Learning Link (ALL-Link).** Intended for use by adolescents with severe speech and physical disabilities, this set of web-based comprehensive instructional strategies does not require the student to talk. The instructional strategies have also been shown by research to be effective for older students. A Spanish version of ALL-Link will be available soon.

D **ABC-Link** is a new resource teachers will welcome. ABC-Link is an online, universally accessible, reliable, and valid alternative reading assessment battery for persons with severe speech and physical impairments. This web-based assessment tool will also yield an instructional profile.

The Center's work is funded by grants from the Office of Special Education Programs and the National Institute for Disability and Rehabilitation Research, Office of Special Education Research.

National Center on Accessing the General Curriculum

Center for Applied Special Technology (CAST)
40 Harvard Mills Sq.
Wakefield, MA 01880
Phone: (781) 245-2212
TTY: (781) 245-9320
E-mail: cast@cast.org
Web: www.cast.org

D CAST was founded in 1984 to expand opportunities for all people, including those with disabilities, through the use of technology. With funding from the U.S. Department of Education, CAST has established a National Center on Accessing the General Curriculum. An exciting new approach called Universal Design for Learning (UDL) gives teachers many possible ways to tailor instruction to each student. Using technology, this approach can help teachers make instruction more personal for every student in many ways, such as using a computer to read stories and information aloud, to slow down the teaching, or to give prompts and hints. UDL methods and materials give students a choice in how they learn and how they demonstrate what they know. Most importantly, UDL draws attention to the need to provide an accessible and usable curriculum to all learners right from the start.

One of their projects, Thinking Reader, teaches reading comprehension by coaching students in active reading. CAST is also creating a web-based depository of digital curricular materials and professional development resources called the Universal Learning Center. The resources will be offered in a variety of formats and will include research capabilities so that educators, parents, and students can access them with ease.

D CAST eReader

CAST eReader, available in both Macintosh and Windows versions, adds spoken voice, visual highlighting, document navigation, or page navigation to any electronic text. The software can take content from any source—the Internet, word-processing files, scanned-in text, or typed-in text—and combine it with the most powerful features of talking and reading software.

D Learning to Read in the Computer Age

Learning to Read in the Computer Age by Anne Meyer and David Rose is an important contribution to understanding how to use computers in reading instruction. It covers significant research findings about how the brain works when reading, and uses that information to give concrete strategies for using computers to enhance reading instruction. Each of the five chapters concludes with a list of guidelines, based on scientific research, for evaluating technology products and teaching strategies. Intended for teachers, this book helps explain ways to use new technologies to make it possible for more students to participate in literacy instruction. Although based on complex brain research, the information is presented in very understandable language.
Available through Amazon.com.

Read the online version of *Learning to Read in the Computer Age* at www.cast.org/udl/index.cfm?i=18.

Parents Engaged in Education Reform (PEER) Project

Federation for Children with Special Needs
1135 Tremont St., Ste. 420
Boston, MA 02120.
Phone: (617) 236-7210
Fax: (617) 572-2094
E-mail: peer@fcsn.org
Web: www.fcsn.org

The PEER Project seeks to increase the participation of parents of children with special needs in local school reform efforts across the country as part of its ongoing commitment to ensuring that students with disabilities be included in education reform efforts. Since reading is an essential component of educational reform efforts, PEER has developed a number of booklets based on recent literacy research to ensure that students with disabilities benefit from new knowledge about scientifically sound, research-based instructional practices.

D **Teaching Students with Disabilities to Read.** (2000). C.A. Denton and J. E. Hasbrouck. 39 pages, $8.00.

Stressing that students with all types of disabilities have the *right* to quality reading instruction, this PEER Resource Booklet provides research-based information on effective reading instruction in seven key areas. Each of the seven chapters describes an essential skill for reading, explains why that skill is important, gives lists of activities for parents and for teachers, adds relevant information for second language learners, and provides references. The information is based on *Preventing Reading Difficulties in Young Children*, the landmark study of research-based effective practices for teaching children how to read.

D ***Preventing Reading Difficulties Through the Early Identification of Children with Special Literacy Needs.*** (2000). Searcy, B.L. 9 pages. $3.00

This PEER Resource Brief identifies factors that may interfere with a child's reading success and stresses the critical need to provide appropriate interventions early on—before a child enters kindergarten or first grade. The information in the Brief is based on the landmark report of research-proven effective methods of teaching reading that was commissioned by the U.S. Department of Education, *Preventing Reading Difficulties in Young Children*. The Brief discusses child, family, and school-based factors that play a role in children's learning to read, and briefly outlines milestones that children accomplish at various ages. It suggests actions for parents to take—and actions to avoid—if they believe their child is having difficulty learning to read. It concludes with a list of resources.

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Key to Symbols Used Throughout This Guide

Students with Disabilities

CD-rom

Audiotape

Online Resource

Print Resource

Spanish

Videotape

English-Language Learners

Older Students

Phonemic Awareness

Phonics

Vocabulary

Reading Comprehension

Fluency

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with Special Needs
Boston, Massachusetts

1135 Tremont Street
Suite 420
Boston, MA 02120

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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